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ABSTRACT

Intended for teachers involved in language arts instruction in kindergarten through grade six, this spelling program guide was developed to aid in improving spelling and the use of dictionaries. Following a statement of the goals of the spelling program, the sections cover the following program aspects: (1) textbooks and dictionaries; (2) instructional objectives, including spontaneous spelling for kindergarten and mastery skills in spelling and dictionary use for grades one through six; (3) time allotment for spelling study; (4) word selection for a spelling program; (5) the test/study/test teaching method; (6) individualization for other than average spellers; (7) error analysis of children's spelling strategies; and (8) intrinsic and extrinsic motivation. A list of relevant resources is included. (HTH)

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SPELLING CURRICULUM with DICTIONARY SKILLS

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GOALS OF THE SPELLING PROGRAM

IN THE

MEHLVILLE SCHOOL DISTRICT

Upon completion of the elementary spelling program (K-6), Mehlville students will have developed the following competencies:

1. Spell accurately the basic core of high-frequency words needed by children and adults in their writing;
2. Demonstrate the ability to apply basic spelling rules;
3. Establish solid sound and letter correspondences;
4. Recognize phonetic generalizations governing spelling patterns;
5. Master irregular spellings;
6. Recognize spelling errors through the development of proofreading habits;
7. Use own spelling errors to formulate new understanding of rules governing the spelling system (error analysis);
8. Build new word structures through the addition of prefixes and suffixes as well as letter changes in root words;
9. Use the dictionary with competence;
10. Form letters with legibility;
11. Transfer spelling competency into other content areas.

TEXTBOOKS AND DICTIONARIES

The following programs and books have been selected by committees for use in the Mehlville elementary schools:

SPELLING SERIES

Keys to Spelling Mastery
Economy Company, 1981

--The Economy program has been adopted for Grades 3 through 6.

--Teachers of Grade 2 have the option to use or not to use the program.

--All texts are hardbound editions.

--Teachers may choose to order accompanying spirit masters from their classroom money.

Continuous Progress in Spelling (CPS Kit)

--This individualized spelling kit is an alternative program available to teachers.

DICTIONARIES

Beginning Dictionary
Houghton Mifflin Company, 1979
(Grades 3 and 4)

My First Picture Dictionary and
My Second Picture Dictionary
Scott Foresman and Company, 1981
(Primary Grades 1 and 2)

Beginning Dictionary
Scott Foresman and Company, 1979
(Grades 3 through 5)

Intermediate Dictionary
Scott Foresman and Company, 1979
(Grades 5 and up)

--Buildings may make selections of dictionaries from the above lists.

SUPPLEMENTARY DICTIONARIES

In Other Words: A Beginning Thesaurus
Scott Foresman and Company, 1982
(Grades 3 and 4)

In Other Words: A Junior Thesaurus
Scott Foresman and Company, 1982
(Grades 5 and up)

INSTRUCTIONAL OBJECTIVES FOR SPELLING, GRADES K-6

Spelling is much more than weekly memorization of a list of words in preparation for a test. It is a time for students to have opportunities to master patterns, generalizations, and anomalies of the orthographic system. It includes the study of word-building features and dictionary skills as well as the practical application of spelling through actual writing.

The instructional objectives section of the Spelling Curriculum Guide sets forth those skills students should master in order to be good spellers.

The objective of spontaneous spelling for kindergarten children is taken from the Basic Language Arts Skills list of the Missouri State Department of Elementary and Secondary Education. Spelling objectives for other grades are listed at the grade level at which they are introduced in the Keys to Spelling Mastery program. Each objective is reinforced at a later grade.

Mastery of the basic core words in the spelling program is evidenced by students' weekly test scores for each unit.

KINDERGARTEN SPELLING OBJECTIVES

SPONTANEOUS SPELLING

Spontaneous spelling is best viewed as a reading readiness activity.[1] It provides children with considerable orthographic information and practice in letter-sound correspondences, in phonetic segmentation, and in the sequencing of sounds. It gives children a sense that the print-sound relationship is something one figures out or works out for oneself, and a confidence in approaching words that later turns into initiative and self-reliance in reading. In short, early school instruction based on children's own spontaneous spellings is an effective introduction to the printed word.

Skills to Begin Spontaneous Spelling. Using their knowledge of letter names and sounds, most children can begin to write before they can begin to read. In order to begin spontaneous spelling, they should (1) know the letters of the alphabet; (2) be aware of the sounds of words; and (3) be able to write their names, so that they have an idea of sequencing letters.

Mastery Skills for Spontaneous Spelling. Using spontaneous spelling to write, children will

1. Translate from pronunciation to print;
2. Gain experience in alphabetic representation;
3. Rely on letter names and sound strategy to form words;
4. Pick out those features of a word they conceive worthy of representation;
5. Attend to the sequence of sounds;
6. Segment sound into phonemic components--opening sounds, final sounds, and medial sounds;
7. Develop a sense of control over the printed word.

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[1]Spontaneous spelling is often termed "invented spelling" in the professional literature. Because children are creating or inventing a spelling for each new word they attempt, they do not establish a habit of spelling. Thus, transition to standard spelling comes naturally as they begin to read.

Guidelines for Spontaneous Spelling. As children begin to use spontaneous spelling, teachers should keep the following concepts in mind:

1. Spontaneous spelling is a thinking skill, an exercise in creativity. Often children cannot read back what they write, nor are they interested in doing so. At the stage of spontaneous spelling, they are concerned with production;

2. Instruction can begin with questioning and talk about sounds, with word play to foster awareness of word likenesses, e.g., words that begin with the same sound or rhyme words that end with the same sound;

3. At first, children may use only the first letter to represent a word (man will be M); next the final sound may be represented (MN); finally, all the sounds of the word (MAN);

4. Particularly vowels--indistinct schwa sounds and silent letters--are ignored by children, e.g., FRN (fern), BRD (bird), GRL (girl);

5. Nasals before consonants are standardly omitted, e.g., WOT (won't), PLAT (plant), AGRE (angry);

6. Letters are often used according to their names, e.g., YL (while), NHR (nature), PPL (people);

7. Spontaneous spelling should not be "corrected" unless a child asks for the standard spelling. Teachers, however, should use silent correction for any special writing--a dictated story, a class book, a project for the room or home--by transcribing it into standard spelling;

8. Finally, spontaneous spelling fulfills Piaget's observation that "children should be able to do their own experimenting . . . In order for a child to understand something, he must construct it himself, he must re-invent it."

GRADE 1 SPELLING OBJECTIVES with DICTIONARY SKILLS

Children will be introduced to standard spelling although spontaneous spelling will persist in some writing well into first grade.

LETTER-SOUND RELATIONSHIPS

Mastery Skills for Spelling. Children will master the following skills in first grade:

1. Recognize and spell with long vowels;
2. Recognize and spell with short vowels;
3. Recognize and spell with consonant letters.

DICTIONARY

Mastery Skills for the Dictionary. Children will master the following skills in first grade:

1. Arrange letters in alphabetical order;
2. Arrange word pairs in alphabetical order;
3. Use a picture dictionary to find words.

GRADE 2 SPELLING OBJECTIVES with DICTIONARY SKILLS

Children will begin to internalize basic spelling patterns of word families throughout the year.

BASIC SPELLING PATTERNS

Mastery Skills for Spelling. Children will master the following skills in second grade:

1. Recognize and spell with final silent *e*;
2. Double consonant letters;
3. Recognize and spell with consonant blends;
4. Spell single vowel sounds with two letters;
5. Recognize and spell simple compounds;
6. Recognize and spell with simple suffixes;
7. Recognize and spell simple homophones.

DICTIONARY

Mastery Skills for the Dictionary. Children will master the following skills in second grade:

1. Alphabetize with consecutive letters;
2. Alphabetize with first letters;
3. Use a picture dictionary to find words.

GRADE 3 SPELLING OBJECTIVES with DICTIONARY SKILLS

Third grade is particularly important for introducting children to many new spelling skills.

SHORT VOWEL SOUNDS

Mastery Skills for Spelling. Students will master the following short vowel skills in third grade:

1. Spell words in which short vowel sounds are spelled with single vowel letters followed by one or more consonant letters;

2. Spell words that contain short vowel sounds followed by /k/ spelled *ck*;

3. Spell words in which the short vowel /ŭ/ is spelled *o*;

4. Spell words that have double consonant letters at the end after short vowel sounds or /ŏ/.

LONG VOWEL SOUNDS

Mastery Skills for Spelling. Students will master the following long vowel skills in third grade:

1. Spell words in which long vowel sounds are spelled with single vowel letters and silent *e*, separated by single consonant letters;

2. Spell words in which the long vowels /ē/ and /ā/ are spelled with two vowel letters that are written together (diphthong);

3. Spell words in which the long vowel /ō/ is spelled *ow* or *o*, which comes before two consonant letters;

4. Spell words in which the long vowel /ī/ is spelled *igh* or *y*;

5. Spell words in which the long vowel /ī/ is spelled *i* before the letters *nd* or *ld*;

6. Spell words that contain /e/ spelled *y* at the end of words with more than one syllable.

OTHER VOWEL SOUNDS

Mastery Skills for Spelling. Students will master the following other vowel skills in third grade:

1. Spell words in which the vowel /ou/ is spelled *ou* or *ow*;

2. Spell words in which the vowel /o͞o/ is spelled in various ways;

3. Spell words with *r*-controlled vowels;

4. Spell words that contain /e͝a/ spelled *ea*;

5. Spell words in which /oi/ is spelled *oy* or *oi*, and words in which /o͝o/ is spelled *oo*, *ou*, or *u*;

6. Spell words in which vowel sounds in unstressed syllables are spelled *a* or *e*.

CONSONANT SOUNDS

Mastery Skills for Spelling. Students will master the following consonant skills in third grade:

1. Spell words that begin with consonant blends;

2. Spell words that begin or end with consonant digraphs.

WORD STRUCTURE: FORMS AND PARTS

Mastery Skills for Spelling. Students will master the following word-building skills in third grade:

1. Spell words that are homophones;
2. Spell words that begin with capital letters;
3. Form compound words and spell them correctly;
4. Form and spell contractions, associating the sets of words with their contractions;
5. Spell two-syllable words;
6. Spell simple plurals adding *s* or *es*;
7. Spell regular past tense words adding *ed*;
8. Add inflectional endings--*ing*, *ly*, and *ful*--to words;
9. Drop the final *e* before adding *ing*;
10. Establish final patterns of words through rhyme;
11. Spell words in which the final consonant letter is doubled before the suffix *ed* or *ing*.

DICTIONARY USE

Mastery Skills for the Dictionary. Students will master the following dictionary skills in third grade:

1. Alphabetize by first, second, and third letters;
2. Use guide words;
3. Use the pronunciation key;

4. Translate the phonetic spelling of a word into its standard spelling;

5. Identify and mark stressed syllables in a word.

GRADE 4 SPELLING OBJECTIVES with DICTIONARY SKILLS

The fourth grade begins to emphasize word building features.

SHORT VOWEL SOUNDS

Mastery Skills for Spelling. Students will master the following short vowel skills in fourth grade:

1. Spell words in which the short vowel /ŭ/ is spelled *o*, *o-e*, *cu*, or *oo*;

2. Spell multi-syllable words that contain short vowel sounds.

LONG VOWEL SOUNDS

Mastery Skills for Spelling. Students will master the following long vowel skills in fourth grade:

1. Spell words in which long vowel sounds that end syllables or form entire syllables are spelled with single vowel letters;

2. Spell words in which the long vowel /ō/ is spelled *oa*, *ow*, *o* or *ou*.

OTHER VOWEL SOUNDS

Mastery Skills for Spelling. Students will master the following other vowel skills in fourth grade:

1. Spell words in which the schwa /ə/ is spelled with a single vowel letter or more than one vowel letter;

2. Spell words in which the vowel /ô/ is spelled *a, au, aw, o,* or *ou*;

3. Master new *r*-controlled spellings.

CONSONANT SOUNDS

Mastery Skills for Spelling. Students will master the following consonant skills in fourth grade:

1. Substitute consonant letters in words to form new words;

2. Begin words with consonant blends and digraphs;

3. Spell multi-syllable words that end with /əl/ or /l/ spelled *le, al, el,* or *il*;

4. Spell words that contain silent consonant letters.

WORD STRUCTURE: FORMS AND PARTS

Mastery Skills for Spelling. Students will master the following word-building skills in fourth grade:

1. Spell synonyms and antonyms;

2. Spell difficult plural forms in which *y* is changed to *i* and *f* or *fe* is changed to *v* before *es* is added;

3. Spell irregular verbs that form their past tense by ending in *t*;

4. Add the suffix *ing* to words ending in *y*;

5. Drop the *e* in words that end in silent *e* before adding the suffix *ing*;

6. Form new words by adding prefixes and suffixes--particularly the negative prefixes *dis, in, im, mis,* and *un* and the adverb suffix *ly*;

7. Identify root words.

DICTIONARY USE

Mastery Skills for the Dictionary. Students will master the following dictionary skills in fourth grade:

1. Find various definitions for a word in the dictionary;
2. Divide words into syllables;
3. Identify primary and secondary stressed syllables in words;
4. Decode words from respellings, the pronunciation symbols given for an entry;
5. Identify the part of speech given for an entry;
6. Recognize the history of words.

GRADE 5 SPELLING OBJECTIVES with DICTIONARY SKILLS

Fifth grade increases the level of difficulty of word lists and introduces complicated dictionary and word building skills.

SHORT VOWEL SOUNDS

Mastery Skills for Spelling. Students will master the following short vowel skills in fifth grade:

1. Spell words in which short vowel sounds are spelled with one or more vowel letters that do not usually stand for the sound.

LONG VOWEL SOUNDS

Mastery Skills for Spelling. Students will master the following long vowel skills in fifth grade:

1. Spell words in which the long vowel /$\bar{a}$/ is spelled *a* at the end of a syllable, *ey* at the end of a word, or *a-e*, *ai*, or *eigh*;

2. Spell words in which the long vowel /$\bar{e}$/ is spelled *ea*, *ee*, *ie*, or *ei*;

3. Spell words in which the long vowel /$\bar{i}$/ is spelled *i* at the end of a syllable;

4. Spell words in which the long vowel /$\bar{o}$/ is spelled *o* at the end of a syllable.

OTHER VOWEL SOUNDS

Mastery Skills for Spelling. Students will master the following other vowel skills in fifth grade:

1. Spell words in which the schwa /ə/ is spelled with a single vowel letter, and /ən/ or /n/ in a final unstressed syllable is spelled *on*, *en*, *an*, or *ain*;

2. Spell words in which the vowel /$\overline{oo}$/ is spelled *u*, *u-e*, or *ue*.

CONSONANT SOUNDS

Mastery Skills for Spelling. Students will master the following consonant skills in fifth grade:

1. Spell words that contain consonant blends and digraphs;

2. Spell words that contain the consonant /*f*/, /*k*/, or /*sh*/.

WORD STRUCTURE: FORMS AND PARTS

Mastery Skills for Spelling. Students will master the following word-building skills in fifth grade:

1. Spell contractions of pronouns and verbs;

2. Spell possessive forms;

3. Add suffixes *ish* and *ion* to words;

4. Add adjectival suffixes *er* and *est* to words.

DICTIONARY USE

Mastery Skills for the Dictionary. Students will master the following dictionary skills in fifth grade:

1. Divide words properly;
2. Choose from multiple definitions of words;
3. Recognize that words have more than one pronunciation.

GRADE 6 SPELLING OBJECTIVES with DICTIONARY SKILLS

The sixth grade spelling units expand on and extend the depth of previous lessons.

SHORT AND LONG VOWEL SOUNDS

Mastery Skills for Spelling. Students will master the following short and long vowel skills in sixth grade:

1. Spell words in which the long vowel /ē/ is spelled *e-e*;
2. Spell words in which the long vowel /ī/ is spelled *i* at the end of a syllable, *y*, or *y-e*;
3. Spell words in which the long vowel /ē/ at the end of a word is spelled *y*, and words in which the short vowel /ĭ/ is spelled *y*.

CONSONANT SOUNDS

Mastery Skills for Spelling. Students will master the following consonant skills in sixth grade:

1. Spell words in which a single consonant sound is spelled with more than one letter;
2. Spell words in which /ôr/ is spelled *oar*;
3. Spell words in which /əl/ at the end of a word with more than one syllable is spelled *ol*;
4. Spell words in which /f/ is spelled *ph* or *gh*; /sh/ is spelled *ci*, *ti*, *ss*, or *ch*; and /ch/ is spelled *t* followed by *u*.

WORD STRUCTURE: FORMS AND PARTS

Mastery Skills for Spelling. Students will master the following word-building skills in sixth grade:

1. Use homonyms in context for varied meanings;
2. Spell words in which */shən/* is spelled *tion* or *sion* and words in which */zhən/* is spelled *sion*;
3. Spell words in which */ə/* is spelled with two letters (diphthong);
4. Master abbreviations for units of measurement;
5. Add the prefixes *de*, *en*, *pre*, and *super* to words;
6. Add the suffixes *ment*, *able*, *ous*, and *ness* to words.

DICTIONARY USE

Mastery Skills for the Dictionary. Students will master the following dictionary skills in sixth grade:

1. Identify the special notes accompanying a dictionary entry;
2. Distinguish between formal and informal wording;
3. Trace word families derived from a foreign root word;
4. Read and explain all information in a dictionary entry;
5. Use a thesaurus, a specialized dictionary, to choose appropriate words for writing.

TIME ALLOTMENT FOR THE STUDY OF SPELLING

Kindergarten. Using spontaneous spelling, kindergarten children should engage in writing activities during part of the 330 minutes per week scheduled for Language Arts.

Primary Grades. Teachers of Grades 1 and 2 should use part of the 800 minutes per week scheduled for Language Arts to teach spelling at their discretion.

Intermediate Grades. In Grades 3 through 6, the time designated for spelling is 100 minutes per week. The majority of this time, approximately 75 minutes, should be devoted to the specific spelling lesson. The remaining time can be used for applied spelling through writing activities.

Suggested 3 and 5 day schedules for teaching spelling are provided in the Keys to Spelling Mastery manual.

WORDS SELECTED FOR A SPELLING PROGRAM

High-Frequency Words. Often the words in a spelling lesson seem too simple for many students. But these words have been carefully chosen. Spelling programs are built from high-frequency word lists, the approximately 3,000 to 5,000 core words most often used.

Patterned Groups. Words governed by the same structural or phonetic principles are purposefully grouped together in a unit. Working through a weekly lesson, students not only learn to spell the words but also, equally important, acquire an impression of regularities controlling the orthographic system. They see similarities, construct mental patterns, and develop strategies for spelling. Thus, they progress, through accumulated generalities, to a fuller and more abstract understanding of the language.

PRE-TEST - STUDY - TEST METHOD

PRE-TEST

The Purpose of the Pre-test. Studies clearly show that the test--study--test method with immediate correction of the list is superior to the study--test method. Research says that it is not necessarily advantageous to study the words before a pre-test.

THE CHILD CORRECTING HIS OWN SPELLING PRE-TEST, UNDER THE DIRECTION OF THE TEACHER, IS THE SINGLE MOST IMPORTANT FACTOR IN LEARNING TO SPELL. Great improvement in spelling has been noted when students do their own self-correction. In some cases the corrected test alone is sufficient for mastery or near-mastery of a typical spelling lesson by the upper third of a class.

The pre-test narrows the learning task of the child to only those words on which he needs to concentrate for the unit.

Administration of the Pre-test. Teachers should give the pre-test in Grades 1 through 3 after introducing the words for the week both visually and orally. Teachers should give the pre-test before the word list is introduced to students in Grades 4 through 6.

STUDY

Children should learn a systematic approach to studying words: they should form a visual-oral impression of the word while it is pronounced; they should recall, orally and in writing, how the word looked; and they should check their impression.

The Eight Study Steps. These steps, important to children regardless of ability or grade level, outline the most efficient way to learn a word:

1. Say the whole word;
2. Look carefully at each part;
3. Say the letters in sequence;
4. Spell the word while not looking at it;
5. Check the word to determine whether it has been spelled correctly;
6. Write the word;
7. Check the word to determine whether it has been written correctly;
8. Repeat the seven steps if the word has been misspelled.

Helps to Proper Study. Efficient methods of instruction lead to a good spelling program. Teachers should use a number of practices, supported by research, in order to increase students' spelling abilities:

1. Words in Lists. Initially introducing spelling words in lists, rather than in sentence or paragraph form, is the best way to present words to children for spelling instruction. A list is the most efficient way to study a word. Words in lists are learned more quickly, remembered longer, and transferred more readily to new

contexts. Teaching words in sentence or paragraph context is a reading objective rather than a spelling goal.

2. Whole Word Method. Learning words by the whole word method is better than learning words by syllables. The total visual imprint of the word is better remembered by the child. Presenting words in syllabic form makes retention and recall of the spelling more difficult.

3. Writing the Word. Writing the word, a personal test, is especially important. This practice, one of the Eight Study Steps, is followed by the child checking his write-out immediately. It should not be confused with the old fashioned and harmful method of having a child write a misspelled word ten times.

4. Studying with Someone Else. Spelling lends itself to working with a partner. Children can ask each other misspelled words, play spelling games together, make up scramble sheets and puzzles, and proofread each other's work in writing situations. Parents, too, can encourage good spelling by working with their children, using research-supported methods.

5. Review. Continual review of those words established as difficult for a class will enhance spelling abilities.

6. Student Inventories of Misspelled Words. A student-kept inventory of misspelled words individualizes spelling and gives the child self-responsibility for spelling growth. For example, word rings may be kept: words are printed on 3x5 cards attached to a binder ring, spelled correctly with a partner, and pulled off the ring. Or a shoe box file may be started: words are placed alphabetically in the box, quizzes given by partners, and correct spellings removed.

Hindrances to Proper Study. Many common instructional practices in spelling actually hinder learning according to research:

1. Marking the Hard Spots. Children learn to spell words as whole units, not as individual parts. Calling attention to the hard spots diverts from the total impression of the word and thus does harm. Exceptions to this general rule exist; for example, (1) using mnemonic devices--*dance* in attend*ance*, *a rat* in sep*arat*e, a *pal* in

princi*pal*--are aids to spelling and (2) exploring word groups for patterns--silent *e*'s, the schwa sound, diphthongs--in the orthographic system is a worthwhile practice.

2. Learning the Meaning of Words. Words in a spelling program are those of high frequency. Children are familiar with most of these words. The arbitrary practice of teaching the meaning of each word is wasteful. It stems from a confusion between teaching vocabulary and teaching spelling.

3. Learning Lists from Curricular Areas. Simply studying a large number of words, not identified in high-frequency lists, does not improve spelling ability. Teacher-made lists derived from various curricular areas should properly be viewed as vocabulary extension rather than as a means to improve spelling ability.

4. Teaching Phonic Rules. Due to the nature of the English language, most attempts to teach spelling by phonic rules are questionable. A large number of common words, not conforming in their spelling to any phonetic or orthographic principle, must be learned directly. In addition, numerous and complicated rules in phonetics tend to confuse some students. A select group of phonic rules, tried and true, are worth teaching, however, such as "Change the *y* to *i* and add *es*" or "If you do not spy the *c*, place the *i* before the *e*. But if the *c* you spy, place the *e* before the *i*."

5. Writing the Word Several Times. Children should not be required to make repeated writings of words without intervening attempts at recall. The practice of having a child copy a word five or ten times only fosters poor habits and attitudes toward spelling.

6. Writing Words in the Air. The practice of writing words in the air to give a kinesthetic impression is of doubtful value. It takes time and does not give a child a useful image of the word. Arm and hand movements do not correlate well with the feeling of actually writing the word. An alternative method to air writing might better be actual fingertip writing in sand or on the board.

7. Oral Spelling Lessons. Oral spelling lessons should not occur frequently. Spelling ability is defined as the ability to write the word rather than spell it aloud. The neurophysiological bonds established by writing and seeing the written word are more valid than the oral approach.

TESTS

Administration of Final Tests. Final tests should be given at the end of each lesson. The test may take either of two forms: (1) a list of words or (2) a complete sentence dictated by the teacher. Teachers should administer and correct final tests.

1. Method of Dictating Words. The following procedure should be used: (1) the teacher pronounces the word, (2) the word is used in the context of a sentence, and (3) the student writes the word from visual memory.

2. Method of Dictating Sentences. Sentences listed under "Assessment" in the Teacher's Manual are provided. Words in boldface type are from the current lesson, and other words in the sentence are from previous grade levels of the program. The following procedure should be used: (1) the teacher reads the complete sentence; (2) the sentence is read again slowly, phrase by phrase, to allow time for students to write; and (3) the teacher repeats the entire sentence.

Handwriting Considerations. Handwriting is directly related to spelling. Misformed and illegible letters cause words to appear to be misspelled, misunderstood, or not understood at all. Spelling, handwriting instruction, and testing can be carried on together since spelling and penmanship are simultaneous and inseparable activities.

Record Keeping. A reproducible Teacher's Record Sheet is available at the end of the Teacher's Manual. Space is provided for checking off students' text activity work as well as for recording weekly test scores. Test scores can be used to monitor student progress throughout the year.

Teachers should also devise a record system to keep track of words misspelled by the majority of the class and by individual students.

Student Record Keeping--Graphs and Personal Word Lists. Students should be encouraged to monitor their own progress in spelling by keeping simple graphs of their test scores. They should also devise a system for recording their misspelled words. A reproducible Study Sheet for this purpose is provided at the end of the Teacher's Manual.

Review Tests. The review tests, placed at the end of each sixth lesson and also on spirit masters, are important for a number of reasons:

1. Testing Formats. The review tests provide practice in various standardized test formats. Sometimes students score low on these tests because they are unfamiliar with the format.

2. Proofreading Practice. Selecting misspelled words in standardized test items gives students practice in proofreading for spelling errors.

INDIVIDUALIZATION FOR OTHER THAN THE AVERAGE SPELLER

Students with Low Spelling Ability. Students with low spelling ability need special help. It is best to isolate the cause of the spelling problem and to make adjustments. The following recommendations deal with common problems:

1. Explain the function of self-correcting the pre-test so that the child knows how to isolate those words needing additional study;
2. Make sure the child has a systematic approach for learning words by practicing the Eight Steps for Study with him;
3. Use games and activities to stimulate the child's interest in spelling;
4. Use a spelling partner so children can quiz each other or play spelling games together;
5. Provide extra word exercises in addition to those in the text;
6. Have the child keep flash cards containing problem words to study in spare moments;
7. Give tests orally since some students are able to spell words correctly but have problems with transcription (record both oral and written scores);
8. Be especially thorough in keeping records of specific errors made;
9. Review often, perhaps every third week.

Errors Due to Auditory or Visual Channel Deficiencies. Teachers should recognize that certain spelling errors indicate special learning problems. These errors often signal auditory or visual channel deficiencies.

Common Auditory Discrimination Errors. The child may do the following:

1. Substitute *t* for *d*, *f* for *v*, *sh* for *ch*;

2. Not hear subtle differences in or discriminate between sounds and leave vowels out of two-syllable words such as *plsh* for *polish*;

3. Discern the beginning or ending of words but not the middle, which may be missing or wrong;

4. Confuse vowels;

5. Omit the second letter in blends, spelling *fled* as *fed*;

6. Omit word endings such as *ed*, *s*, or *ing*;

7. Take wild guesses with little or no relationship between the letters or words used and the spelling words dictated.

Common Visual Discrimination Errors. The child may do the following:

1. Visualize the beginning or the ending of words but omit the middle;

2. Give the correct letters but in the wrong sequence such as *gril* for *girl*;

3. Reverse letters or words such as *b* for *d*, *on* for *no*, *was* for *saw*;

4. Invert letters such as *u* for *n*, *m* for *w*;

5. Mix up capital and small letters such as *cAt*.

Students with Strong Spelling Ability. Students who evidence mastery of the weekly word list on pre-tests and are naturally strong spellers should be offered work outside the unit reinforcement activities. The Academic Olympic word lists, available for fourth, fifth and sixth grade levels, provide challenging material for such students. Also, teachers planning to enter students in the Greater St. Louis Globe-Democrat Spelling Bee can send for a spelling list of difficult words.

The Spelling Olympics of the Mehlville School District. The Mehlville District holds an annual Academic Olympic Day honoring the district's young academic champions. A Spelling Competition is one of the main events. Students from fourth, fifth, and sixth grades are selected for participation from each of the elementary buildings in the district. Four different word lists are used in the event. The first round of the competition consists of easy words. Three or four subsequent rounds contain words from the district's spelling program. Lists of these words, their pronunciation, definition, and proper use in a sentence are distributed to the principals of each school. Those students not eliminated at this point must spell words from a word list not drawn from the district spelling program. This list of words is also available to each building through principals. In the final rounds, extremely difficult words are used that have not been distributed prior to the championship. Winners receive certificates and are honored with gold, silver, and bronze medals.

Greater *St. Louis Globe-Democrat* Spelling Bee. The St. Louis Globe-Democrat sponsors the National Spelling Bee competitions in the St. Louis area. The local round of competition is open to any student, grades 1 through 8. Local schools are each allowed to enter one contestant. The winner of the St. Louis competition becomes a competitor in the National Spelling Bee in Washington, D.C.

ERROR ANALYSIS OF CHILDREN'S STRATEGIES FOR SPELLING

Error Analysis. Today linguists have formulated the new science of error analysis. They look at the errors a child makes as a natural and important part of learning. Errors are not random: they reveal rules a child has generalized and give teachers valuable diagnostic information about the way a child is processing language.

Diagnosis of Spelling Strategies. Teachers can readily apply error analysis to spelling. Gathering a list of misspelled words from a child's writing, they can examine the words for patterns and determine an alternate strategy to correct each type of error.

The following steps are taken in a diagnostic/ prescriptive approach to spelling through error pattern analysis:

1. The teacher collects samples of a student's errors, usually about 25 words, e.g., *nashun, desizhun, rashunul*;

2. The student's misspellings and the correct spellings are placed side by side, e.g.,

nashun	*nation*
desizhun	*decision*
rashunul	*rational*;

3. The erroneous strategy is examined by the teacher and the student, and the reason for the misspellings is determined, e.g., incorrect sound-letter correspondence;

4. A solution to the wrong strategy is arrived at, e.g.,

   (1) Teach *sion* and *tion* as suffixes;
   (2) Point out a root word and a suffix;
   (3) Show other words ending with *sion* and *tion*, e.g., *decide/decision, ration/rational, opt/option, collide/collision.*

Also applicable to grammar, error pattern analysis helps teachers to focus upon the special rules of language that a student has generalized incorrectly. The technique is a valuable tool, an aid that individualizes instruction to fit each student's particular needs.

EXTRINSIC AND INTRINSIC MOTIVATION

Student interest is crucial to spelling improvement. The development of a positive attitude toward spelling is a key to growth. Intrinsic incentives are preferable to extrinsic incentives such as grades and contests. Both intrinsic and extrinsic incentives together result in student gains.

Games. Student interest in spelling can be stimulated through games. They should be used as supplementary activities to enhance systematic instruction. The Spelling Committee has selected the following games as activities that teachers might enjoy using in the classroom:

1. Spelling Cats and Dogs

   A tic-tac-toe game is drawn on the board. The class divides into two teams. Children can choose their own team symbols for the game, e.g., Cats and Dogs. The first child on the Cats' team is given a word. If the child spells the word correctly, the pupil can draw a cat in any square. If the word is spelled incorrectly, no mark can be made. The game continues like tic-tac-toe.

2. Alphabet Trail

   Students may use this game as a seat activity. Each writes the letters of the alphabet in a column down the left side of his paper. They start at the same time and write a word opposite each letter, using that letter for the beginning of the word. The object of the game is to complete the list as quickly as possible while still spelling the words correctly. The player who finishes with the most correct words is declared the trailblazer.

3. Guess the Word

   The teacher prints a list of scrambled words on the board. A clue such as a definition or classification is given along side each word. Children are asked to reassemble the words: *h-c-e-r-e-c-s* This word means howl. (The answer is *screech*.)

4. Detective Word

   Write each spelling word on a card and place them face down around the room. Give children slips numbered for

as many words as used. Number each spelling card on the outside. Children are the detectives. They locate the words, read them, and return to their seats to write them by the corresponding number on their papers. For variety, scrambling the words is fun to do this way. Making a sentence with the spelling word missing is also a challenge for the better student.

5. Obstacle Course

The class is divided into two lines. The lines stand fifteen or twenty feet from the blackboard. The children are told that they must hop or skip or walk backwards or blindfolded to the board when given the starting signal. The teacher then gives a spelling word to be written on the board. The spelling word is the starting signal. The first two children hop to the board, write the word, and hop back to the end of the line. Then the next two children in line will be given words. The line that writes the most correctly spelled words is the winner.

6. Heads Up

Print each spelling word on a small piece of paper. The first student to be "it" stands up in front of the group. Someone taps the spelling word on the child's forehead. The child cannot look at the word. The other children take turns giving the child one word clues as attempts are made to guess the spelling word. When the word is guessed, it must be spelled correctly to receive credit.

7. Guess and Spell

Print words that students need to learn to spell on 5x7 cards. Have one student come to the front and sit facing the group while the leader selects a card and holds it over the seated student's head. The leader calls on group members to make riddles or sentences leaving out the word: (1) The boy found an _____ in the nest; (2) I had a scrambled _____ for breakfast; (3) What is almost round, almost white, and breaks easily? The answer is an *egg*. The guesser must say the word and spell it correctly. The student who supplies the clue enabling the guesser to get the word comes to sit in the chair for the next turn. The guesser becomes the leader.

8. Train Games

A child is chosen to be the engineer. The child stands and spells a word of his own choice. The next player spells a word that begins with the last letter of the first word spelled, and these two players join hands. The next player attempts to add to the train by spelling a word that begins with the last letter of the second word, and so on through the group. The words might be something like this: *cat-the-egg*. When a child cannot add a word and thus join the train, that train is ended. The next player is a new engineer to start a new train. Children like to see how long they can make a train. After making a train by oral spelling, they often enjoy going to the board and drawing their own trains, adding each car loaded with the word already spelled. Thus, they gain experience with the written form as well as the oral spelling of the word.

9. Spell Around

Begin with the student in the first seat and ask the child to spell the word you pronounce. Continue around the room and do not stop when a word is misspelled. If the student who follows a misspelling has noticed the error, he corrects the mistake. If the student has not noticed it, continue until someone does. The one who does correct it has "trapped" all the students preceding him. This game keeps children attentive and interested in spelling.

10. Spelling--Hollywood Squares Style

This activity is based on the Hollywood Squares, the game show form of tic-tac-toe. The teacher acts as M.C. Nine students are selected as "stars" to sit in a 3x3 block format. The remainder of the class is divided up into two equal teams. The teacher asks player #1 to pick a star. The teacher then reads a spelling word to that star. The star repeats the word, spells it, and says it in a sentence. Player #1 decides whether or not the star is right. If the player is correct, he then gets an X. If the player is wrong, then the opposing team gets an O. Each team takes turns asking the stars, so the game continues. The first team to win tic-tac-toe either across, up and down, or horizontally, or to have five symbols on the board wins.

RESOURCES

Chomsky, Carol. "Approaching Reading through Invented Spelling." Paper given at the Conference on Theory and Practice of Beginning Reading Instruction. University of Pittsburgh, 1976.

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Ganshow, Leonore. "Discovering Children's Learning Strategies for Spelling through Error Pattern Analysis." The Reading Teacher, March 1981.

Gentry, J. Richard. "Learning to Spell Developmentally." The Reading Teacher, January 1981.

Hodges, Richard. Learning to Spell. Urbana, Illinois: NCTE, 1981.

Copies of the Spelling Curriculum Guide are available from the

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